

We analyzed the differences between the old (twelfth) and the new (thirteenth) editions of our textbook for ENGL 103: *Current issues and Enduring Questions: A Guide to Critical Thinking and Argument*. We adopted the new edition of the text for the first time in fall 2023. The analysis here shows that there have been significant changes to the text, indicating culturally responsive additions to text and images, with a reorganization of the textbook’s chapters.

Chapters in New (13th) Edition of Textbook.	Culturally Responsive Additions to Text:	Culturally Responsive Images Addition:	Other:
Chapter 1: Critical Thinking (Julia)	The chapter is still focused on critical thinking but there is a new section on thinking through an issue and analyzing and evaluating it from multiple perspectives, which is a more culturally responsive start to the textbook. Two new critical thinking examples of essays have been added: 1) “Do Grades Help Students Learn in School?” written by Asao B. Inoue , a male Japanese American writer, whose research, according to Wikipedia, and teaching focuses on “antiracist writing assessment.” This addition gives a male perspective on an issue that marginalized communities struggle with. 2) “The Inclusion Problem in Critical Thinking: The Case of Indian Philosophy” written by Anand	There are no changes to the images used. The images are a visual of an imaginary monument symbol and a Greek statue representing an eureka moment.	The following, which appeared in the 12th edition, were removed from the 13th edition: (1) “The Genetically Engineered Salmon Is a Boon for Consumers and Sustainability” by Nina Fedoroff, daughter of a Russian immigrant and a first generation immigrant; (2) “Fitbits for Bosses” by Lynn Stuart Parramore, Sr. Research Analyst at the Institute for New Economic Thinking and a freelance journalist; (3) “The Military Has a Man Problem” by Helen Benedict, Professor at Columbia School of Journalism and American novelist and journalist, best known for her writings on social injustice, the Iraq War and most recently, refugees. All these contributors are white women with impressive academic careers.

	Jayprakash Vaidya who is male writer born in the U.S. into an Indian family, specializes in Asian philosophy and its role in Western logic and critical thinking education. This addition gives a different perspective on the dominant western tradition of critical thinking by examining non-western traditions.		
Chapter 2: Critical Reading: Getting Started (Julia)	The chapter is still focused on Critical Reading and one new essay has been added: “Porn Isn’t Free Speech” by <u>Sohrab Ahmari</u> who is a male Iranian-American author and an opinionist who takes a firm line on restructuring online porn. He has been described as a pugilistic voice of the Trumpist new right.	The only image of Alice in Wonderland in the chapter in the 12th edition has been removed. Numerous images have been added to the chapter: a collage of different font styles, a cartoon of the Arizona desert in London, and gun control protesters marching.	The following, which appeared in the 12th edition, were removed from the 13th edition: 1) “Why I Changed my Mind on Weed” by Sanjay Gupta and 2) “Executions Should Be Televised” by Zachary Shemtob and David Lat. All are men with an American-Indian doctor/TV commentator and two gay lawyers, one of whom is American Filipino.
Chapter 3: Understanding Rhetorical Appeals: (Julia)	Parts of this chapter in the 12th edition, “Critical Reading: Getting Deeper into Arguments” has been moved into Chapter Four “Identifying Procedures in Argument” in the 13th edition. Chapter Three in the 13th edition now focuses on Persuasive	The visuals in the 13th edition have mainly stayed the same: e.g Children held in detention at the U.S. border. A statue of Sherlock Holmes has moved to Chapter Four and has been replaced	Chapters 3 and 4 have undergone the most edits of the readings. The following, “Recycling” by John Tierney and “The Reign of Recycling” by John Tierney have been removed from the 12th edition and moved to Chapter Four of the 13th edition.

	<p>argument and rhetorical appeals. All the readings have been replaced or relocated to Chapter Four by new readings except for “Go ahead and Speak for Yourself” by Kwame Anthony Appiah, a gay philosopher with British /Ghana parents.</p> <p>These are new readings:</p> <p>1) “The Yelling of the Lambs” by Jeffrey T. Brown, a white lawyer and writer in <i>Libertarian Magazine</i>.</p> <p>2) “A Letter to White Teachers of My Children” by Appiah Afrika Afeni Mills, a female African American woman educator and author.</p> <p>3) “The Case for a National One-Week Vacation” by Dodai Stewart, an African American female writer for the <i>The New York Times</i>.</p>	<p>by an image of the Powerball Jackpot.</p>	
<p>Chapter 4: Identifying Procedures in Argument (Julia)</p>	<p>Chapter Four is a new chapter in the 13th edition (see Chapter 3 above) “Identifying Procedures in Argument.” These are the new readings:</p>	<p>The visuals in the 13th edition have been replaced with more relevant themes: E.g. Covid protesters.</p>	<p>Chapters 3 and 4 have undergone the most edits of the readings. The following, “Recycling” by John Tierney has been removed from the 12th edition and moved to Chapter Four of the 13th edition.</p>

	<p>1) “Should Marriage Still Involve Changing a Woman’s Name?” by Elizabeth Aura McClintock, a white female sociologist professor and writer.</p> <p>2) “The Constitution Doesn’t Have a Problem with Mask Mandates” by John E Finn, a white retired constitutional law professor.</p> <p>3) “Thoughts on Reparations, Afropessimism and White Supremacy” by Lorne Laomina, a writer and grassroots activist on social issues related to Black Freedom in the U.S.</p>		
Chapter 7: Developing an Argument of Your Own (Tina)	Chapter 7 in the new edition of the textbook is Chapter 6 in the previous version: “Developing an Argument of Your Own.” The old version of this chapter opens with a quote from Mark Twain, while the new version cites Persian philosopher and poet <u>Omar Khayyam</u> , a less traditional, more culturally responsive source.	A new visual has been added to the text in this edition, labeled “Narrowing Your Thesis.”	There are few other changes.
Chapter 6: Writing an	Chapter 5 in the 12th edition of <i>Current</i>	The chapter’s Examining	The following essays, which appeared in the

<p>Analysis of an Argument (Tina)</p>	<p><i>Issues and Enduring Questions</i> is now Chapter 6. Both focus on writing an analysis of an argument. The new edition, however, is more culturally responsive in terms of text.</p> <p>The following example essay has been added: <u>Jennifer Bartlett's</u> "Disability and the Right to Choose." Bartlett is a poet who writes frequently about disability, and the inclusion of this essay brings disability issues and nondominant identities to the forefront, incorporating new perspectives and stories, thus making the curriculum more inclusive and more diverse.</p> <p>Another new model essay appears in the new edition: Roxanne Gay's "The Price of Black Ambition." Gay is a black female feminist writer. The addition of her essay highlights the experiences of black writers, particularly historical oppression and privilege/power dynamics, making the text more diverse and inclusive.</p>	<p>Author's Audience section has been updated to exclude the previous and dated Donald Trump Tweet, featuring his image, claiming Barack Obama ordered surveillance in Trump Tower during the 2016 presidential campaign.</p> <p>The new cartoon graphic includes images of three people of color, as well as a cartoon on "Black Lives Matter" versus "All Lives Matter." The text explains that the "All Lives Matter" movement was "born out of a backlash against the Black Lives Matter (BLM) Movement" (196). The explanation continues: "All Lives Matter arose as a rejection of BLM's claims about racial inequality in the justice system" (196). This graphic and the corresponding discussion in the text exemplify the way in which the</p>	<p>12th edition, were removed from the 13th edition: (1) "Bring Back Flogging" by Jeff Jacoby and (2) "Never Mind Theory" by Carl Safina. Both authors are white males.</p>
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		new edition of the textbook is inclusive of real-world and community issues (note the local BLM marches in Santa Maria and other communities) and highlights historic oppression.	
Chapter 12: A Literary Critic's View (Tina)	The old Chapter 11 of <i>Current Issues and Enduring Questions</i> is the new Chapter 12: A Literary Critic's View: Arguing about Literature." The new edition begins with a "Consider This" section, which does not appear in the previous edition. The editors, Barnet, Bedau, and O'Hara note, "Through characters, settings, episodes, conflicts, and resolutions, stories often make arguments by dramatizing real life and real-world issues in creative ways" (395). Clearly, this new edition seeks to connect real world issues to the curriculum, which makes it more culturally responsive than the previous edition, by encouraging students to address and argue about, even advocate for, real-life and community issues.	The previous edition includes a visual of a 17th century artist's interpretation of <i>Macbeth</i> , portraying two white men (380). The new edition includes a more culturally responsive image of <i>Macbeth</i> : a visual of a contemporary production of the play featuring a black protagonist.	Both the previous edition and the new edition include model student essays. However, the new edition does a better, more culturally responsive, job than the previous edition. Consider the following. The previous edition includes a student essay that interprets Robert Frost's poem "Mending Wall." Frost is, of course, a famous white, American poet: a traditional, even canonical, figure in American literature. In contrast, the new edition is more diverse and contemporary. The example student essay in this chapter interprets <u>Richard Blanco's</u> poem "One Today." Unlike Frost, Blanco is, as the textbook editors explain, a native-born Cuban who, as an esteemed poet, was invited in 2012 by President Barack

			Obama to be the “5th presidential inaugural poet, the 1st Latino, immigrant, and openly gay person in that role” (404). This exemplifies the way in which the new edition aspires to be more culturally responsive, integrating multiple perspectives from different cultural groups.
Chapters 20-24: Casebook Topics (Tina)	The casebook section of the textbook presents several debatable topics with essays (pro and con) for each topic. As part of the culmination of the course, ENGL 103 students write an Argument Based on Research Essay on the casebook topic of their choice. The topics from the old edition follow: (1) College Education: What is its Purpose, (2) Race and Criminal Justice: Is the System Broken?, (3) The Ethics of Appropriation: Is it Okay to Copy?, (4) Online Versus IRL: Has Social Networking Changed How We Relate to One Another?, (5) Immigration: What is to be Done?, (6) #MeToo: (How) Has Society Changed for Women?, and (7) American Democracy: Is the Nation in Danger?		

	<p>In contrast, the new edition casebook topics follow: (1) A College Education. While this casebook itself is not new, the essay “No, it Doesn’t Matter What You Majored in” has been replaced by “Is Our Obsession with College Fueling a Mental Health Crisis?” The addition adds a new perspective to the casebook, the consideration of mental health, which highlights a non-dominant population and embraces stories of diverse life experiences. The second casebook in the new edition is Racial Injustice: Is the Problem Systemic? This casebook replaces the previous race and criminal justice casebook and includes four new essays: one on critical race theory, another on antiracism, a third on expanding people of colors’ access to public lands and parks, and a fourth on patterns of segregation and the “elasticity of whiteness” (513). Two essays from the old edition have been preserved in this casebook: (1) The Cradle to Prison Pipeline, which argues that “Children of color are susceptible to winding</p>		
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	<p>up in the prison system”(xxviii) and (2) “The Myth of Criminal Justice Racism.” The authors in this casebook represent a diverse group in terms of race/ethnicity and gender. In sum, the casebook is culturally responsive, as, overall, it promotes social justice and equity.</p> <p>The third casebook in the new edition of the text also appeared in the previous edition: The Ethics of Appropriation; Is it Okay to Copy? This casebook is unchanged.</p> <p>The fourth casebook in the new edition also appeared in the previous version: Online Versus IRL: How Has Social Networking Changed How We Related to One Another. There are two new essays, however. The first is “The I in Internet” by <u>Jia Tolentino</u>, American feminist author of Filipino descent. According to Wikipedia, she has “garnered favorable attention for her essays on topics such as race in publishing, marriage, abortion, and notions of female empowerment.” Clearly Tolentino adds</p>		
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	<p>an element of diversity to the textbook. The second new essay in this casebook is “Indigenous Interfaces” by Kristin Arola, a Native American author who boldly asks the following question: “What would Facebook look like if it were designed by and for American Indians?” (562). This essay would be nicely coupled with Sherman Alexie’s poem “<u>The Facebook Sonnet</u>,” a criticism of the shallowness, the commodification, of Facebook. Both new essays are authored by women of color, and the second features a group that has been historically silenced, oppressed, nearly erased, made extinct, via colonial violence. The inclusion of indigenous voices, experiences, and perspectives speaks powerfully to what Dr. <u>Amanda Tachine</u>, keynote speaker at this year’s RP Group conference, argues. At the conference she said, “Native people are invisible to most Americans.” There is, therefore, an urgent need for “representation and visibility.” She continued, “Invisibility</p>		
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	<p>is a modern form of racism” and “erasure.”</p> <p>The fourth casebook is entirely new: Representation Matters: How Does the Media Portray Us? It includes the following seven essays: (1) “Native American Lives Are Tragic, but Probably Not in the Way You Think,” (2) “The Long History of How Jesus Came to Represent a White European,” (3) Why Women Feel Pressured to Shave,” (4) “The \$5,000 Quest for the Perfect Butt,” (5) “Dr. Seuss Meet the Sanitized Sleuths Known as the Hardy Boys,” (6) “Into Thin Air,” and (7) “Every King Arthur Retelling is Fanfic about Who Gets to Be Legendary.” This casebook is an excellent example of culturally responsive curriculum, as it embraces multiple viewpoints (Native American, Jesus as a Person of Color, women defying traditional gender role expectations, overweight and obese persons as non-deviant, etc.). In doing so, this casebook goes against the grain of white, economically privileged, male-dominant culture</p>		
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	<p>and welcomes diverse life experiences, alternative perspectives, non-dominant populations' stories, and more.</p> <p>The last casebook in the series in the new edition of the textbook follows: Conspiracy Theories: Are They a Cultural Problem?</p> <p>Overall, the old edition of the textbook has seven casebooks, and the new one has only five, which appears to be a deficit, as we have lost the following three casebooks in the new edition:</p> <ul style="list-style-type: none"> (1) Immigration: What is to be Done? (2) #MeToo: (How) Has Society Changed for Women? (3) American Democracy: Is the Nation in Danger? <p>Upon closer inspection, however, the new edition includes a new part, Part 4, which contains six new chapters that each present opposing viewpoints on the following debatable topics: Student Loans, Artificial Intelligence, Un(safe) Spaces, Bitcoin, Genetic Modification of Human</p>		
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	<p>Beings, and Cancel Culture. These new topics could be folded into our Essay 3 assignment, the Argument Essay Based on Research, which would give students more, not fewer, essay options and which would make the assignment more pluralistic.</p>		
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CULTURALLY RESPONSIVE CURRICULUM MODIFICATIONS

COURSE NAME: English 103

FACULTY NAME: Tina Nuñez and Julia Raybould-Rodgers

DATE SUBMITTED: December, 2023

Note: In addition to the following curriculum changes and additions, both Tina Nuñez and Julia Raybould-Rodgers will be participating in Hancock Academy’s spring 2024 training: Introduction to Equitable Courses. We are both also participating in the following 2023 winter Hancock Academy: OER/ZTC. We will, therefore, continue to endorse cultural inclusivity, equity, and responsiveness in our curricula.

[Assessment Guidelines: Representation and Social Justice Orientation: Nuñez and Raybould-Rodgers](#)

COURSE COMPONENT	PREVIOUS VERSION DESCRIPTION	CULTURALLY RESPONSIVE CHANGES DESCRIPTION(S)	CULTURES ADDRESSED THROUGH THESE REVISIONS
<p>Syllabus (Nuñez)</p>	<p><u>Link to old ENGL 103 syllabus for Nuñez</u></p> <ol style="list-style-type: none"> 1. 12th edition of textbook: <i>Current Issues and Enduring Questions</i>. 2. Office Hours 3. Lack of images 4. No images, no alt text 	<p><u>Link to new ENGL 103 syllabus for Nuñez</u></p> <ol style="list-style-type: none"> 1. 13th edition of textbook: <i>Current Issues and Enduring Questions</i>. 2. Student Success Hours 3. Added images, including a photo of myself to humanize 	<ol style="list-style-type: none"> 1. Our <u>analysis of the two versions of the textbook</u> indicate that the new edition is more culturally responsive. 2. Renaming Office Hours to Student Success Hours humanizes the course and makes it more student centered.

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	<ol style="list-style-type: none"> 5. No images representing the students we serve 6. No pride images 7. Attendance policy 8. BibliU removed 9. Late work policy 10. Academic Integrity Policy 11. Regular and Substantive Interaction: new sections. 12. Anti-Racism Statement added 13. Final Note 	<p>the course more from the onset.</p> <ol style="list-style-type: none"> 4. Added alt text to all images 5. Added images of Latina/o students working collaboratively in the classroom 6. Added a rainbow-colored, participation image of multiple hands raised 7. The Attendance Policy language has been modified slightly to explicitly tie participation to course success: “Please keep the following mantra in mind: consistent course participation facilitates course success.” 8. The BibliU reference regarding free textbook access has been removed, as the college is no longer sponsoring this service. 9. Late work policy: The late work policy for 	<ol style="list-style-type: none"> 3. Images appeal to visual learners, addressing more learning styles. Images include, but are not limited to, the following: an image of myself, images of students working together at the board and in groups, an image of my office door, and an image of the Writing Center. Images are intended to illustrate support, accessibility, collaboration, and community, promoting an inclusive learning environment. 4. Image alt text makes the syllabus more accessible to those with visual impairments. 5. Images highlight representation from cultures we serve as a Hispanic-Serving Institution and promote a student-centered curriculum. 6. Image illustrates inclusion of all colors and identities: embraces pride. 7. The Attendance Policy adjustment is intended to motivate students to be
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		<p>essays, Discussion Board assignments, drafts and workshops, and quizzes has been amended to allow late work submission without penalty in the case of “extenuating circumstances.”</p> <p>10. The Academic Integrity Policy is more specific to address Artificial Intelligence: “Turnitin, which we will be using for every essay assignment, has a new A.I.-detector plug-in, which flags A.I.-generated material for plagiarism. The bottom line follows: do not plagiarize. Do not use Artificial Intelligence to write any part of any assignment for this course. Otherwise, be prepared to fail.</p> <p>11. A Regular and Substantive</p>	<p>active learners in their education.</p> <p>8. Sadly, students will no longer have free access to the course textbook via BibliU, as the college has discontinued paying for this service. Therefore, I will be participating in Hancock Academy’s following professional development training: OER/ZTC. I hope, eventually, to make the course OER, an equity-minded curriculum move.</p> <p>9. The “extenuating circumstances” clause added to the syllabus allowing for late work submission without penalty makes the course more inclusive, as it recognizes that life happens, and flexibility, given the variety of students’ life experiences and situations. is essential for student success and equity.</p> <p>10. As A.I.-generated writing has become increasingly problematic, it is necessary to add this to</p>
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		<p>Interaction section has been added to the syllabus: My commitment to students' academic success includes a commitment to regular and substantive interaction with students in this course. I will do so in ways including, but not limited to, the following: Discussion Board interaction, Canvas messages, Canvas announcements, Canvas Gradebook comments and annotations, E-mail communication, Audio/visual instruction, including announcements, presentations, and feedback, Graded quizzes, including comments and feedback, SuccessNet referrals, Student success office hours, and, Video and/or face-to-face conferencing.</p> <p>My overall intent is to be present, available, and</p>	<p>the syllabus to address blatant cheating.</p> <p>11. The RSI section is intended to showcase the course as open, supportive, inclusive, and student-centered.</p> <p>12. The Anti-Racism Statement is intended to explicitly communicate my commitment to multiculturalism, pluralism, diversity, and social justice and equity.</p> <p>13. The Final Note on the syllabus is intended to give students some wiggle room in terms of deadlines, making exceptions for reasonable reasons. It is also intended to humanize the course more and to make it clear that I am cheering for the students and am available to support them.</p>
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		<p>communicative in this course to assist your progress and facilitate your academic achievement. I am here for you.</p> <p>12. The following Anti-Racist Policy has been added to the syllabus: “I am passionately committed to acknowledging, confronting, and actively striving to eradicate all forms of racism and ethnic oppression. Thus, this course operates from the belief that racism is real, present, and something that Black, Indigenous, and all People of Color face daily. Part of my objective for this course, therefore, is to create a safe and brave space that enables all of my students to engage openly, safely, equally, equitably, and honorably with their education. In taking this course, you are</p>	
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		<p>expected to do your best to embrace these values; while I expect that we will all make mistakes along the way, I also expect that we will work together to engage with all of our classmates and with the material through thoughtful respect of everyone and their individual truths. Please note that this statement also applies to sexism, classism, etc.”</p> <p>13. The Final Note at the end of the syllabus has been slightly amended (additions in red): “Due dates listed on the corresponding course Schedule of Assignments are firm unless amended by the professor. Computer failure, lack of compatible software, lack of computer proficiency, etcetera, are not acceptable reasons for late work. That said,</p>	
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		<p>if you run into a deadline issue, please contact me to request a reasonable extension.</p> <p>In general, please feel free to contact me via email or Canvas messaging if you have any related questions or concerns. Again, I look forward to a productive, engaging semester. I am here to facilitate your success, so please do not hesitate to reach out to me for assistance. I am happy to help. Onward! Thank you, Professor Nuñez.</p>	
<p>Syllabus (Raybould-Rodgers)</p>	<p>Link to a copy of a previous syllabus for English 101: English 103 Syllabus Fall 2018 JR</p> <p>Link to revised syllabus for English 103: JRR English 103 Syllabus Fall 2023 Culturally Responsive Revised</p>	<ol style="list-style-type: none"> 1) Layout: The syllabus has images added that represent the content in the sections of the syllabus. 2) The Welcome section: Changed to a “Special Announcement for 	

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		<p>English 103” aimed at humanizing the course and creating a better connection between students and instructor. For example: “My syllabus has strong deadlines for assignments which I would like to maintain whenever possible as I know that it is easy to get behind in a demanding eight-week class if you start missing due dates. On the other hand, I am willing to work with you if you experience a personal difficulty, which affects your participation in class. If that happens, please reach out to me so that we can work together to find a solution to the issue as soon as possible.”</p> <p>3) Student Services: A link has been added to the services available to students including Basic Needs, the</p>	
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		<p>Health Center, and Counseling. Information on out-of-class academic services available has been added including tutoring, the Writing Center, and library.</p> <p>4) New sections added on: Retake Policy, Commitment to Equity and Inclusion Statement, Americans with Disabilities Act, and AI Usage Statement</p> <p>5) Course requirements have been amended to include exception language next to the firm course policies including: Attendance: Please communicate with me if I need to make an exception for any absences from class. Essays: No credit will be given for unexplained late drafts, but please communicate with me if I need to make an exception for a</p>	
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		particular assignment, so we can work together on a solution.	
RESOURCES USED and where to find more information: 1. Culturally Responsive & Inclusive Curriculum Resources - LibGuides at Portland State University (see syllabus section)			
Course Units	NA		
RESOURCES USED and where to find more information:			
Reading Assigned/Textbook:	1. <i>Current Issues and Enduring Questions 12th ed.</i> (Barnet) 2. <i>The Handmaid's Tale</i> by Margaret Atwood	1. Current Issues and Enduring Questions 13th ed. (Barnet) 2. The Handmaid's Tale by Margaret Atwood We are using the new edition of the textbook. We will continue to use the novel, as it speaks powerfully to women's reproductive rights, LGBTQ+ rights, and equity/social justice concerns, all urgent current issues.	We have conducted a thorough analysis of the two textbooks, critically comparing the old edition to the new edition. Our analysis confirms that the new edition of the text aligns itself better with a culturally responsive curriculum. Our analysis is linked here.
RESOURCES USED and where to find more information: (see above)			
Instructional Methods			
RESOURCES USED and where to find more information:			

<p>Assignments:</p>	<ol style="list-style-type: none"> 1. Essay 1: Argument Essay 2. Essay 2: <i>The Handmaid's Tale</i> 3. Essay 3: The Argument Based on Research Casebook Essay 	<ol style="list-style-type: none"> 1. Essay 1: Argument Essay 2. Essay 2: <i>The Handmaid's Tale</i> 3. Essay 3: The Argument Based on Research Casebook Essay 4. <u>"Single Story" Discussion Board assignment (addition)</u> 5. <u><i>Handmaid's Tale</i> Alternative Ending DB Assignment (addition)</u> 6. <u>Implicit Bias Discussion Board assignment (addition)</u> <p>1. We included more culturally diverse essay topic options in Essay 1, including the following: LGBTQ+ Rights, Sanctuary Cities, #MeToo Movement, Book Banning, Domestic Violence, Nontraditional Family, Disability Rights, Marriage Equality, Slavery Reparations, etc. We also added images to the assignment and softened the due date-related language.</p>	<ol style="list-style-type: none"> 1. <u>Essay 1: Argument Essay</u> The to-be-added dedication part of the assignment is a powerful tool adapted from Professor Alina Roma intended to create an emotional connection on students' part to the curriculum, fostering pride and enhancing motivation. 2. <u>Essay 2: <i>The Handmaid's Tale</i></u> The "Single Story" options added to the Essay 2 assignment give students more choices for responding analytically to the novel. Additional options provide students a variety of ways to connect with the material, enhancing motivation. The new options also integrate the analysis of gender oppression, power dynamics, and stereotypes,
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		<p>We also plan to incorporate a dedication as part of Essay 1 such as follows:</p> <p>“Please note that part of this assignment calls for you to dedicate your paper to someone who is important to you. Who are you working this hard for? Who motivates and/or inspires you? Write a dedication to that person explaining why you are writing this and how they have encouraged you to persist and succeed in your education. Examples will be provided.”</p> <p>2. We have modified Essay 2 to include four essay options connected to Adichie’s “The Danger of Single Story.” We also included an accessible image to make the assignment more appealing, and we made the due date language a bit softer by including exceptions given “extenuating circumstances.”</p> <p>3. Essay 3 has new casebook topic options, given the new edition of the textbook: (a)</p>	<p>including the LGBTQ+ community, and highlight the perseverance within and ultimate triumph over such politics, ultimately advocating for a more just, equitable society.</p> <p>The corresponding essay rubric has additionally been revised to further assess the consideration of alternative viewpoints and multiple perspectives.</p> <p>3.Essay 3: The Argument Based on Research Casebook Essay</p> <p>The new facebook topics and essays associated with this assignment include culturally responsive issues, including, but not limited, to the following: students’ mental health, critical race theory, antiracism, people of colors’ access to public</p>
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		<p>Racial Injustice: Is the Problem Systemic? (b) Representation Matters: How Does the Media Portray Us? and (c) Conspiracy Theories: Are They a Cultural Problem?</p> <p>4. <i>Handmaid’s Tale</i> “Single Story” Discussion Board assignment (addition)</p> <p>5. <i>Handmaid’s Tale</i> Alternative Ending Discussion Board Assignment:</p> <p>Please critically analyze Michael Kimmel’s TED Talk: “Why Gender Equality is Good for Everyone—Men Included.” Afterwards, consider how Kimmel’s proposal would change the Republic of Gilead. How would both work and home lives for Offred and the other women of Gilead be revolutionized: Handmaids, Wives, Marthas, etc.? How, too, would men’s gender</p>	<p>lands and parks, patterns of segregation, Native American representation, etc.</p> <p>The corresponding essay rubric has additionally been revised to further assess the consideration of alternative viewpoints and multiple perspectives.</p> <p>4. The addition of the “Single Story” Discussion Board assignment highlights gender power dynamics, privilege, and historical oppression and seeks critical and creative insights from students regarding how to transform gender oppression into equity.</p> <p>5. The addition of <i>The Handmaid’s Tale</i> Alternative Ending Discussion Board assignment encourages</p>
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		<p>roles in the Republic be significantly altered? In sum, how would power, privilege, and oppression be transformed?</p> <p>Given Kimmel’s proposition and your analysis thereof, create an alternative ending for <i>The Handmaid’s Tale</i>, one based, not on “reduced circumstances” for women, but on gender equality for all. Craft at least several well-developed paragraphs.</p> <p>In addition to posting your alternative, gender-equity ending, please respond constructively to at least two of your peers. Strive for meaningful responses of 100 words each.</p> <p>6. We added the following Discussion Board assignment on Implicit Bias.</p> <p>Implicit Bias Discussion Board Assignment:</p>	<p>students to analyze power dynamics, privilege, and oppression in the novel and to examine how a gender-equity focus could revolutionize such dynamics, promoting social justice and equity.</p> <p>6. The addition of the Implicit Bias Discussion Board assignment fosters a personal connection to the curriculum, enhancing, we hope, student motivation. It, furthermore, encourages students to access prior learning formed through previous cultural experiences, a tenet of a culturally responsive curriculum approach. Finally, it brings real-life issues into the classroom, to the forefront of student concern, and seeks input from students on how to reduce bias and, therefore, promote equity.</p>
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		<p>Objective: To understand what implicit bias is and how it affects people and their thinking.</p> <p>Instructions:</p> <p>Please watch the first two short videos on the following link on implicit bias; you may watch more if you like:</p> <ol style="list-style-type: none">1. “Implicit Bias: Peanut Butter, Jelly, and Racism”2. “Implicit Bias: Check Our Biases to Wreck Our Biases” <p>It may be useful to take notes as you actively view the videos. Afterward, please do the following:</p> <ol style="list-style-type: none">1. Define implicit bias in your own words.2. Relate the concept to your own observations and/or experiences.	
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		<p>Have you experienced such bias or are you familiar with someone who has? Perhaps you have witnessed such bias in your educational experiences or in the media: social media, film, texts, etc.</p> <p>3. Describe the situation. How did it affect you or the person(s) you are describing? How, too, does implicit bias contradict critical thinking? How could the situation have been handled differently to reduce or diffuse such bias?</p> <p>Video link: https://ca.pbslearningmedia.org/resource/pov-biased-lpclips/who-me-biased/</p>	
<p>RESOURCES USED and where to find more information:</p> <ol style="list-style-type: none"> 1. “The Danger of a Single Story”: TEDx Talk Chimamanda Adichie 2. Michael Kimmel’s TEDx Talk: “Why Gender Equality is Good for Everyone—Men Included.” 			

CULTURALLY RESPONSIVE CURRICULUM MODIFICATIONS

<ol style="list-style-type: none"> 3. “Culturally Responsive Pedagogy’s Place in Student Development” - TEDx Talk by Jeffrey Dessourcese 4. We all Have Implicit Bias. So What Can We Do About It? - TEDx Talk by Dushaw Hockett 5. What Is Culturally Responsive Teaching? by Madeline Will & Ileana Najarro Education Week 2022 			
Activities			
RESOURCES USED and where to find more information:			
Instructional Methods			
RESOURCES USED and where to find more information:			
Classroom Environment	<ol style="list-style-type: none"> 1. There were many red flags in our Canvas shells where we had not properly tagged images and where we had not added headings to documents. These flags raised accessibility concerns that needed to be fixed. 2. Student Insight: Student Insight Discussion Board Assignment (or survey): new addition 	<ol style="list-style-type: none"> 1. On the Canvas home page and in the Orientation and Weekly Modules, we consistently added alt text for images, either naming the image or describing it as “decorative” to address accessibility concerns. The images are important in terms of addressing visual learners and, therefore, teaching to multiple learning styles. The accessibility improvement here strengthens this component. We, furthermore, added headings to Orientation and Weekly Module Word documents in Lecture Notes 	<ol style="list-style-type: none"> 1. The changes will appeal to those with learning disabilities, reducing unintentional bias. Like image descriptions, headings are essential for students with visual impairments. 2. The Student Insight Discussion Board assignment given mid-semester when curricular changes can still occur encourages students to connect to the content of the course and provide feedback, fostering an emotional connection to the curriculum, which, we

CULTURALLY RESPONSIVE CURRICULUM MODIFICATIONS

		<p>to make them more accessible.</p> <p>2. Student Insight Discussion Board Assignment (or survey): new addition</p> <p>Critical Thinkers: Now that you are halfway through the course, we would appreciate your feedback. What course changes in content or format do you think would make it more inclusive? Please provide an example of a reading and/or an assignment that embraced multiple perspectives/viewpoints with which you could identify and explain why.</p>	<p>hope, will foster motivation as they proceed through the second half of the term.</p>
<p>RESOURCES USED and where to find more information: Collecting Student Feedback at the mid-semester point of the class.</p>			
<p>Grading Policies:</p>	<p>1. Use of Rubrics</p> <p>2. Retake Policy</p> <p>3. Extra Credit</p>	<p>1. We are confident in our use of rubrics to assess student essays and Discussion Board assignments in English 103. According to Joe Feldman's book <i>Grading for Equity</i>,</p>	<p>1. The additions we have made to our essay rubrics promote the consideration of alternative viewpoints, perspectives, and experiences. Hence, the changes foster both critical</p>

		<p>rubrics are a valuable strategy for equitable grading” because “what distinguishes one score from another is explicitly described” (189). Rubrics, Feldman continues, “democratize the power to evaluate,” as they “share information and power” (189). Grading is, Feldman asserts, therefore, less ambiguous and, hence, more bias-resistant (189).</p> <p>Furthermore, our essay rubrics empower students, as they can access and improve their own work prior to formal submission, given that they know what they need to do to succeed. Feldmen explains: “When the veil of the teacher’s expectations is lifted for students to see, the student can self-assess her work, set a goal for herself, and know exactly what it will take to reach that goal. Rubrics foster a growth mindset” (192). In sum, rubrics are a valuable tool for both instructors and students, as</p>	<p>thinking and a culturally responsive curriculum.</p> <p>2. Retake opportunities reduce grading bias and reduce assessment anxiety because students know they have the opportunity for recovery by mastering the content over time. This helps close the achievement gap.</p>
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		<p>they render assessment more objective and consistent, demystifying the grading process.</p> <p>That said, we see room for the improvement of our essay rubrics in light of culturally responsive curriculum pedagogy. We want our rubrics to encourage students even more so as critical thinkers. Therefore, we have added the following language to our Argument Essay Rubric criteria (changes in red):</p> <ol style="list-style-type: none"> 1. Opposition: Counterargument is acknowledged, validated, and refuted. Essay thoughtfully considers alternative viewpoints and multiple perspectives. 2. Persuasion and Critical Thinking: Essay uses a compelling combination of appeals to logos (logic), pathos (emotions), & ethos 	
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		<p>(ethics). Tone is persuasive, not alienating, antagonistic, or condescending. Original, thoughtful insights; problem solving is evident, including the consideration of diverse viewpoints and perspectives.</p> <p>We have similarly modified the rubrics for Essay 2 and Essay 3.</p> <p>2. We will consider retake policies for major assignments. The retake policy will be added to the syllabus. We will also indicate which assignments will be available for retakes on the assignment instructions.</p> <p>Syllabus language: All students should take advantage of the opportunity, when given, to retake major assignments. The assignment instructions will indicate which assignments will be available for retakes and what is required for resubmission.</p>	
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		<p>3. Extra Credit</p> <p>According to <i>Grading for Equity</i> by Joe Feldman, offering extra credit is neither equitable nor bias-resistant. Feldman argues, “When teachers offer extra credit, we reinforce for students that our class isn’t really about learning or mastery of standards, but about acquiring enough points, however possible” (113). Feldman continues, “Extra credit undermines a teacher’s own curriculum and standards” (114). Extra credit, according to Feldman, “renders a grade inaccurate because it [typically] reflects information unrelated to a student’s knowledge of the content” (114). Furthermore, extra credit tends to be inequitable, increasing the achievement gap, because “students of lower-income families or who have fewer</p>	
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		resources are less likely to be able to complete the extra credit offerings” (Feldman 114). Therefore, we are seriously considering eliminating extra credit offerings, at least as a pilot project, to make our curriculum more culturally responsive.	
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RESOURCES USED and where to find more information:

[“Time to Pull the Plug on Traditional Grading?” by Patricia Alex in *Education Next*, Fall 2023](#)

[“Tips for Allowing Test Retakes” by David Cuttler in *Edutopia* May 28, 2019](#)

Grading for Equity What It Is, Why It Matters, and How It Can Transform Schools and Classrooms by Joe Feldman

[Feldman Notes: Grading for Equity Retakes](#)

Learning Goals			
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RESOURCES USED and where to find more information:

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| <p>***Things to keep at the forefront of your mind while modifying curriculum to be culturally responsive and humanizing:</p> <ul style="list-style-type: none"> ● Seek-out, recognize, and address bias within the curriculum components. ● Highlight representations from the cultures that reflect the students we serve. ● Seek insights from students to assist in the designing of curriculum and accuracy of portrayals. |
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| • Bring real-world and community issues into the curriculum and seek ideas from students regarding actions. |
| • Highlight power dynamics, privilege, and historical oppression. |
| • Utilize multiple perspectives from different cultural groups. |
| • Seek to reach multiple learning styles / intelligences. |

English 103: Argument Essay Assignment

Draft Due:	Thursday, 6/22 (post on Group Discussion Board); specific instructions forthcoming
Workshop Due:	Sunday, 6/25 (respond to two peers on Group Discussion Board); specific instructions forthcoming
Revision Due:	Sunday, 7/2 (submit to professor via Canvas); specific instructions forthcoming
Length:	3 ½ minimum – 5 pages maximum + Works Cited
Format:	Typed, double-spaced, 12 pt. font (Times New Roman), and one-inch margins. MLA manuscript format and MLA documentation (see related Lecture Notes).

According to Barnet et al, editors of *Current Issues and Enduring Questions*, “When developing an argument you ought to be identifying important problems, exploring relevant issues, and evaluating available evidence fairly—not merely collecting information to support a preestablished conclusion” (4).

The objective of this formal writing assignment is for you to write an argument essay. Your overall purpose is to persuade your audience. Although your argument might not change your readers’ minds, they should find your position interesting, thoughtful, confident, and reasonable.

Begin by choosing a debatable essay topic (**see topic options below**). Remember, the more invested you are in your topic, the more interesting and persuasive your essay will be. Since you only have several pages to convince your audience that your argument is worth considering, focus on a topic that piques your interest and that is manageable in the required length. Refer to your textbook to see what types of issues other writers have argued. **Note especially that your topic must have at least two sides; it must be debatable.** Also note that you will probably have to narrow/focus the topic to make it more suitable for the scope of this assignment. A good rule of thumb for choosing a good topic is that it meets the following criteria: (1) the topic is interesting and important to you, and (2) you have something important to say about the topic.

Once you have selected your topic, spend sufficient time prewriting (brainstorm, freewrite, cluster, etc.), and decide where you stand on the issue: pro or con. State your major claim or thesis statement clearly; your thesis statement should be firm and clearly articulated at or near the end of your introductory paragraph. Then, in the body of your essay, support your thesis with substantial, convincing evidence.

Incorporate and cite at least one reliable source to support your position; please do not use more than three sources. You may use an essay from our class textbook, an article from a

have weighed the pros and cons. If the issue is truly debatable, the opposition must have some merit. After recognizing and validating the counterargument, you are in an excellent position to refute it.



After drafting, please participate in group workshop on Canvas (specific instructions forthcoming). Give yourself sufficient time to revise your essay for content and structure, edit for grammar, spelling, and punctuation accuracy, and read your work aloud prior to submission for a thorough edit/polishing. **Note:** You will also be submitting your essay draft to Net Tutor and Turnitin, online tutoring and plagiarism prevention services, respectively, for additional feedback prior to final submission. More information will be forthcoming. You may also be utilize Peer Mentor and Writing Center consultant feedback. Furthermore, I invite you to conference with me during office hours or via appointment. I am available and am happy to assist you as you work through the writing process.

Please pay particular attention to the following elements, which will be included on the corresponding rubric that I will use to assess your final submission:

- MLA manuscript format: twelve-point font, Times New Roman font, four-line heading, title, double-spaced;
- Engaging, original title (more than simply your topic);
- Engaging, orienting, well-developed introduction;
- Clear thesis statement: firm, non-wavering claim; the debatable position your essay will defend based on one of the topic options;
- Supporting evidence (definitions, facts, statistics, examples, expert testimony, observation, reasoning, etc.);
- Acknowledging, validating (note one merit), and refuting (undermining) a major counterargument; essay thoughtfully considers alternative viewpoints and multiple perspectives;
- Balanced treatment of ethos, pathos, and logos (reasonable, persuasive, non-combative tone), including the consideration of diverse viewpoints and perspectives;
- Well-developed, unified, coherent body paragraphs (at least four body paragraphs / six paragraphs total);

- Satisfying conclusion; not unnecessarily repetitive; employs the framing technique in which you echo or restate your engaging title in the conclusion;
- Accurate in-text MLA documentation (signal phrases, direct quotes, and parenthetical citations);
- Correct grammar, spelling, and punctuation (including use of third person point of view);
- Concise, precise prose;
- Accurately formatted and documented Works Cited page; and
- Integration of 1-3 credible sources with identifiable authors.

Audience: Your audience consists of your professor, your peers, and others who are interested in the world of ideas. We are intelligent, curious, and detail demanding. **Keep in mind that those whom you most need to convince are not those who already agree with you, but those who hold the opposite opinion. Ask yourself how you will sway the opposition, or at least convince those who disagree with you that yours is an interesting, valid position.**

Debatable Topic Options:

LGBTQ+ Rights	Beauty Pageants	Cancel Culture
Sanctuary Cities	Book Banning	Online Education
#MeToo Movement	Slavery Reparations	Eating Disorders
Guns in Schools: Armed Teachers	Disability Rights	Marriage Equality
Racism, Sexism, or Other isms	Gang Activity/Violence	Voter Suppression
Student Loan Forgiveness	Nontraditional Family	Domestic Violence
Vegetarianism or Veganism	Animal Rights or Zoos	Artificial Intelligence
Free College Education	Helicopter Parenting	Reproductive Rights
Social Media and Representation	Purpose of College Education	
Free Education for Prisoners	Criminal Justice Reform	
Mental Health in College	Bilingualism or Multilingualism	
U.S. Immigration Reform	Body Piercing and/or Tattooing	

Other: You may choose your own debatable argument topic, perhaps a current topic of political, economic, educational, or environmental debate, but it must be approved in writing (via e-mail) prior to the draft due date. A good place to peruse other possible debatable topics is Opposing Viewpoints in Context, one of the databases in the Hancock library collection. Note: If you choose to pursue a topic that is not listed here and do not have the alternative topic approved, you risk failing the assignment.

Note: The specific topic of abortion is **not** permitted for this assignment, as the topic is fraught with emotion and is much too complex to cover in a fairly short essay.

Important Notes:

- (1) Please note the page length requirement. Students will lose points for going under the minimum or for going significantly over the maximum, so please choose words carefully. Be persuasive and detailed but concise. Significantly underdeveloped essays, less than half the page count, will not receive a passing grade.

- (2) Except in extenuating circumstances, late drafts will not receive credit and missed workshops cannot be made up.
- (3) Except in extenuating circumstances, late final essays (up to one week) will be downgraded one full letter.
- (4) Except in extenuating circumstances, final essays that are more than one week late will not be accepted.
- (5) All final essays must be submitted in order for students to be eligible to pass the class.
- (6) Final essays that are riddled with errors will not receive a grade higher than a C. Final essays that are incomprehensible due to errors will not receive a grade higher than a D. Any essay that is plagiarized, including A.I.-generated material, will receive a zero.
- (7) Note to avoid unintentional plagiarism, writers must clearly document any source uses in an essay on the corresponding Works Cited page. In turn, any source listed on the Works Cited page must be clearly used and documented in the body of the essay. Please apply in-text MLA documentation (signal phrase + quote + parenthetical citation) and include a corresponding Works Cited page.
- (8) Students may not submit an essay they have already written for another class.

Please feel free to follow up with related questions. I am available, and I am happy to be of assistance. Thank you.

English 103 Analyzing Literature Essay Assignment

Draft Due:	Thursday, 7/13 (post two pages minimum on Group Discussion Board); specific instructions forthcoming
Workshop Due:	Sunday, 7/16 (respond to two peers using rubric on Group Discussion Board); specific instructions forthcoming
Revision Due:	Sunday, 7/23 (send to professor on Canvas); specific instructions forthcoming
Length:	4 pages minimum – 6 pages maximum + Works Cited page
Format:	Typed, double-spaced, 12 pt. font (Times New Roman), and one-inch margins. MLA manuscript format and MLA documentation (see related Lecture Notes).



The objective of this formal writing assignment is for you to draw inferences or conclusions about a piece of literature. Your overall goal is to persuade your reader of your position. Although your essay may not change your reader's mind, your reader should find your position compelling, thoughtful, and reasonable.

For this assignment you will work exclusively with the novel *The Handmaid's Tale*. Please do not use any other sources, with the exception of Adichie's TED Talk "The Danger of a Singer Story." Begin by deciding whether your essay will focus on interpretation, evaluation, or a combination of the two. If you set out to interpret the novel, your essay will discuss and support the meaning(s) of the novel. If your intention is to judge or evaluate the novel, you will offer and support an opinion about the work's literary merit, based on specific literary criteria: see the five criteria options in Chapter 11 of *Current Issues* and in Evaluating Literature Lecture Notes. Make sure your thesis statement clearly indicates whether you are striving to prove the novel's meaning(s) or substantiate its value as a piece of literature. Please refer to Chapter 11 of *Current Issues* and to related Lecture Notes on Canvas for instruction on interpretation and evaluation.

Please spend sufficient time analyzing the novel. Actively read and re-read, especially difficult or significant passages. Read between the lines, decode, and refer to the Discussion Board for ideas. Use active reading strategies, such as highlight and annotating. **Do not rely on the Internet or other sources for additional information, as this is not a research essay.** The exception is if you choose one of the essay options connected to Adichie’s “The Danger of a Singer Story” TED Talk. Your essay should highlight your ideas about the novel based on your close reading, careful analysis, and critical thinking. Note that there is a series and a film based on the novel, but both are radically different and will not suffice as substitutes for actively reading and thinking about the novel.

Prewrite (freewrite, cluster, brainstorm, etc.) to help you focus and formulate a thesis. Probably one of the most difficult aspects of this assignment will be deciding what you want to write about since there is so much material to work with. Do not try to cover everything. Choose a focus that interests you. Then aim for depth rather than breadth.

As you draft, strive to support your thesis with substantial evidence: direct quotes from the novel, specific details and examples, and reasoning. Especially avoid unnecessary plot summary; you may assume your audience has already read the novel. After drafting, participate in group workshop (specific instructions forthcoming). Please consider working with a [Writing Center](#) consultant to improve your draft. Give yourself sufficient time to revise the content, edit for grammar, spelling, and punctuation accuracy, and read your work aloud, slowly, prior to submission for a thorough edit/polishing. Note, too, that we will also be using Net Tutor and Turnitin feedback for this essay assignment.

Essay Topic Options:

1. How are gender politics complicated in Gilead? How is gender power manipulated? For example, how are men suppressed in the novel as well as women? How are women responsible, in part, for the suppression of other women?
2. Discuss the role of language, or lack thereof, in Gilead. How is it dangerous, subversive, or something else?
3. In Gilead, what dividing lines separate freedom from fascism, patriotism from zealotry, duty from subservience, and/or godliness from fanaticism?
4. How does Offred change over the course of the novel? In what way is she a dynamic character? What makes her a unique heroine?
5. What historical connections can you find in the novel? For example, how might the narrator’s status be compared to that of African Americans during slavery and/or Jim Crow oppression?
6. Discuss the role of religion in the novel. How does Atwood use religion to reveal its dangers or to highlight the theme?
7. Discuss in detail one of the following themes: sex and sexuality, individuality versus community, freedom and power, gender conflict, submissiveness versus rebellion, or majority versus minority (race, class, and/or gender).
8. Analyze and discuss the role of ceremonies and the rights of passage in the novel. Why are they significant? How do they function to maintain or subvert the status quo?

9. *The Handmaid's Tale* is an excellent (or disturbing, gripping, challenging, etc.) novel because...(incorporate one or more of the five criteria in Evaluating Literature Notes)
10. According to "Historical Notes" Offred's fate is ambiguous. Provide evidence to prove that Offred is ultimately doomed or saved.
11. Discuss how the Handmaids' existence, as exemplified by Offred, exemplifies a single story, and discuss how Offred does or does not triumph over this flat existence. Reference one or more quotes from Adichie's TED Talk in your discussion.
12. How does reducing Offred and her peers to a single story, to "flattened" humans, serve the regime of Gilead and help it maintain its power? Incorporate one or more quotes from Adichie's TED Talk as supporting evidence.
13. Discuss Offred as a stereotype, as an incomplete picture or dehumanized single story, and discuss whether or not she ultimately emerges as a dynamic character to regain her "paradise." Include one or more quotes from Adichie's TED Talk in your argument.
14. How are Moira and other gay women in *The Handmaid's Tale* oppressed as victims of a single story? How is Moira's subjugation (and perseverance?) different or similar to Offred's? Include one or more quotes from Adichie's TED Talk to flesh out your claim.

Please pay close attention to the following essay criteria:

- Engaging, original title (not simply the title of the novel);
- Clear, firm, approved thesis statement located at or near the end of your engaging/orienting introduction;
- Solid essay structure: introduction, body, and conclusion; especially avoid the five-paragraph essay: write beyond this, even if you use a three-point, focused thesis statement;
- Well-developed, unified, coherent body paragraphs;
- Appropriate use of fiction vocabulary: plot, setting, characterization, symbolism, etc. Your essay should demonstrate your solid understanding/application of at least one fiction element: see related Elements of Fiction Lecture Notes;
- Ample supporting evidence (direct quotes, examples/details, explanation/reasoning). **Note:** direct quotes should constitute approximately 15-20% of your essay; **strive for two supporting quotes per body paragraph.** Your ideas and opinions are primary; quotes should play a secondary, supporting role. Also, especially avoid unnecessary plot summary: assume your audience has already read the novel, so there is no need to retell the plot;
- Demonstration that you have actively read the entire novel. This means you want to avoid focusing on just one section of the novel. You also want to make sure you include at least some discussion of the novel's resolution. Note that the "Historical Notes" section at the end of the novel is actually part of the novel. Furthermore, you want to refer to all major characters: Offred, Luke, Nick, The Commander, and Serena Joy.
- Accurate MLA documentation (signal phrases, direct quotations, and parenthetical citations) plus a properly formatted Works Cited page. ***The Handmaid's Tale* and possibly "The Danger of a Single Story" are the only sources you should use for this essay;**
- Critical Thinking: essay demonstrates original perceptions, thoughtful, interesting comments, and critical reading and thinking; **essay thoughtfully considers alternative viewpoints and multiple perspectives;**
- Satisfying conclusion; not unnecessarily repetitive; does not include new information; employ the framing technique by echoing or restating your engaging title;
- Style: clear, persuasive language and accurate grammar, punctuation, and spelling;

- Third person viewpoint: he, she, characters' names, etc. (avoid unnecessary 1st person "I" and omit 2nd person "you;" and
- Present verb tense (as is the convention when writing about literature).

Audience: Your audience consists of your instructor, your peers, and others who are interested in your ideas and in the world of literature. We are intelligent, curious, and detail demanding. Again, you may assume we have all read the novel once, so you do not need to retell the plot.

Suggestion: As you read the novel, highlight or underline important moments: dialogue, events, phrases, etc. Also, make notations in the margins of the novel. Annotate your reactions, questions, etc. This will help you immensely as you draft your essay. You will not have to hunt for good quotes because you will have already identified them. Also, you will want to read at a good pace since you have relatively little time to complete the novel and write your paper. Manage your time accordingly. I will provide example successful student thesis statements so you can see how others have approached this assignment. The bottom line is that you evaluate and/or interpret the novel and support that position with convincing evidence from the novel.

Important Reminder: The "Historical Notes" section at the end of the novel is actually part of the novel: the final chapter. It is important that you read and analyze this chapter to better comprehend the entire book, as well as the resolution.

Important Notes:

- (1) Please note the page length requirement. Choose your words carefully. Be persuasive and detailed but concise. If your essay is significantly underdeveloped, less than half the page count, you will not receive a passing grade.
- (2) Except in extenuating circumstances, late drafts will not receive credit and missed workshops cannot be made up.
- (3) Except in extenuating circumstances, late final essays (up to one week) will be downgraded one full letter.
- (4) Except in extenuating circumstances, final essays that are more than one week late will not be accepted.
- (5) All final essays must be submitted in order for you to be eligible to pass the class.
- (6) Final essays that are riddled with errors will not receive a grade higher than a C. Final essays that are incomprehensible due to errors will not receive a grade higher than a D. Any essay that is plagiarized will receive a zero, including A.I.-generated papers.
- (7) You may not submit an essay that you have already submitted to another class. If you do so, you risk failing the assignment.

Please feel free to follow up with related questions and to reach out for assistance. I am available, and I am happy to help. Thank you, Professor Nuñez.

English 103 Argument Based on Research Casebook Essay Assignment

Draft Due:	Thursday 11/23 (Post your draft on the related Discussion Forum – at least three pages plus Works Cited page for full credit.)
Workshop Due:	Sunday, 11/26 (Respond to two peers using the workshop rubric on the related Discussion Forum.)
Documentation Conference Due:	Thursday, 11/30 (last day of instruction)
Revision Due:	Friday, 12/1 (Send to instructor via Canvas.)
Length:	Approximately 5-8 pages: plus Works Cited page
Format:	MLA manuscript format and MLA documentation, including Works Cited page: 4-8 sources with authors.

The objective of your final formal writing assignment, like your first essay assignment, is for you to write an Argument Essay. You will go beyond what you did for the first essay assignment, however, by infusing academic/scholarly research. Your overall goal is to convince your audience of the validity of your argument. Although your argument might not change your readers' minds, they should find your position interesting, well informed, reasonable, and persuasive.

Begin by choosing one of the casebooks from our textbook: each casebook addresses one or more controversial, arguable issues: see options below. You will sign up for one of the casebooks/ issues. Topics will be assigned on a first-come, first-served basis. No more than five students will be allowed to work on the same topic. Remember, the more invested you are in your topic, the more interesting and persuasive your essay will be. **Once you have selected your casebook topic and have had it approved (see related Discussion Forum), critically read and analyze the entire casebook, including visual texts, if applicable. The sources in your textbook casebook will be your initial research sources for this essay; evidence (quotes or summary) from at least two casebook sources is required in your essay.** After carefully reading your casebook, weigh the pros and cons of each side, and decide where you think you stand on the issue. This will be your working thesis statement. You will then conduct further research.

After reading and thinking about your casebook, as a means of infusing more research into your essay, generate an open, sincere research question based on what you would still genuinely like to know about your casebook topic. An open question is one that requires more than a yes or no or one-word answer. This question is essential, as it will guide your research. You might simply begin with a question such as one of the following:

What is _____?

What are the causes and effects of _____?

What are the problems and solutions surrounding _____?

Note: Open questions typically begin with one of the following words: what, how, or why.

After you devise a sincere open research question, strive to find the answer via additional research. You may find, as you proceed, that your research convinces you to modify either your research question or your working thesis statement; your research may ultimately convince you that what you thought previously is not, given more information, what you ultimately think about your casebook topic. Be open to this possibility, as it signifies intellectual growth.

Here is an example of the general process you want to pursue for this assignment. (1) Let's say my **argument casebook topic** is sexual harassment. (2) Let's say, too, that after reading the casebook pieces in the textbook and thinking about both sides of the debatable issue, my general **working thesis statement** follows: Those who sexually harass others in the workplace should be required to attend mandatory sexual harassment training. (3) I would continue by **defining my topic** in my own terms so my readers know exactly what I mean by sexual harassment: remember the power of definition. (4) Then I would ask an **open question** about my topic that I really want to answer such as the following: What are the emotional and psychological effects of sexual harassment on victims? (5) Next, I would **conduct further research** to find an answer to my question. (6) I would **analyze my findings** and **interpret the data** to decide what it means and why, to add to the body of knowledge I already own, and to learn something new about my topic that I really want to know. I may, depending on what my research reveals, **refine my research question** to ask something even more challenging, such as the following: What measures can help prevent sexual harassment? (7) I would then **write my essay** with my argument thesis in mind, and **I would infuse what I have discovered via my casebook sources and additional research. Given what my research reveals, I might have to modify my thesis statement as such:** Those who sexually harass others in the workplace should attend mandatory sexual harassment training, be placed on work probation, and be obliged to financially compensate the victims.

(8) **Incorporate and cite at least four (no more than eight) reliable sources** to support your position; you will be penalized for going under the minimum or over the maximum number of sources, so choose wisely. **You must use at least two sources from your *Current Issues and Enduring Questions* casebook.** You may additionally use articles from reputable magazines or newspapers, academic journals, interviews, etc. For this assignment, please **only use sources with identifiable, credible authors. The only exceptions are if you use sources without authors from the AHC library databases: *SIRS, Opposing Viewpoints, Academic Search Complete*, for examples.** Note, please, that I am specifically looking for scholarly, academic sources. Also, please note that traditional sources, as opposed to Internet sources, are much easier to document, and (9) you will be held responsible for **incorporating accurate in-text citations**, as well as a **precisely formatted and documented Works Cited page**, both of which must comply with MLA documentation standards. Purdue Owl is also an excellent resource, as is Chapter 8 of your textbook. While the maximum number of sources for this assignment is eight, it is fine if you decide to use fewer sources, as long as you use at least four. If you are in doubt

about documentation, please limit your sources, as the in-text documentation will be easier to handle.

Note: Standard reference materials (such as *Wikipedia* or any general reference encyclopedia or dictionary) do not count as sources for our purposes. You may use them, but they do not count toward your number of sources, as they are common knowledge resources. Note, too, that while *Wikipedia* may be a good way to get started, it is not a very reputable source; it does not have consistent credibility. *Wikipedia* should not appear on your Works Cited page as a source. You must include a Works Cited page with this assignment that lists all publication information for each of the sources used and documented in the body of your paper. **Essays that do not incorporate accurate in-text MLA documentation and an accurate corresponding Works Cited page will not receive a passing grade on this assignment.**

(10) In your essay, strive to include appeals to **logos** (employ and appeal to logic/reasoning), **ethos** (illustrate your good character), and **pathos** (demonstrate your passion for your topic, but do not go overboard on this). Aim to use a compelling combination of these tools of persuasion.

(11) Also **acknowledge, validate, and refute at least one counterargument**; analyze the opposition's position and explain why, although it has merit, it is ultimately unacceptable in comparison to your position.

(12) After drafting, participate in Workshop, send your draft to Net Tutor and Turnitin for additional feedback (Discussion Forum assignments), give yourself sufficient time to revise, and read your work aloud prior to submission for a thorough edit.

Please note that I am also requiring you to meet virtually with a Writing Center consultant, drop in tutor, or me to specifically receive MLA documentation feedback. In order to meet this requirement, you must be prepared. Make sure, when you meet with a Writing Center consultant, drop-in tutor, or me that you have a draft that includes in-text MLA documentation (signal phrases, quotes, and parenthetical citations), as well as a corresponding Works Cited page. If you choose to work with a Writing Center consultant or drop in tutor, please see the available days and hours on the Writing Center or Tutoring webpage. You may otherwise elect to make a Zoom appointment with me. Use this MLA documentation tutoring opportunity, please, to make certain that **each source used in the body of the essay clearly corresponds with a source listed on the Works Cited page, and each source listed on your Works Cited page is clearly used and documented in the body of your essay.** If you work with a Writing Center consultant or a drop in tutor, you must document your tutoring session: an email message to me from WC consultant or drop in tutor stating that both the in-text MLA documentation and the Works Cited page have been checked for accuracy. If you work with me, there is no need for such documentation.

Overall, consider this an opportunity to learn something new about the topic you select via close reading of the *Current Issues* casebook and additional research. Also consider this an opportunity to showcase the argument skills (critical reading, writing, thinking, and documentation) we have been working on over the semester.

Please pay close attention to the following elements:

- Create an engaging, original title.
- Craft an engaging, well-developed introduction that includes your thesis statement.
- State a clear, firm thesis or claim: the debatable casebook position your essay will defend.
- Define crucial, controversial, and abstract terms, including your casebook topic.
- Use supporting evidence (facts, statistics, examples, expert testimony, observation, reasoning, etc.), including borrowed information from at least two casebook sources.
- Acknowledge, validate (recognize one merit), and refute (undermine) the counterargument; essay thoughtfully considers alternative viewpoints and multiple perspectives;
- Apply ethos, pathos, and logos (reasonable, persuasive, not antagonistic tone); including the consideration of diverse viewpoints and perspectives;
- Write effective paragraphs: well-developed, unified, coherent body paragraphs.
- Link paragraphs with smooth transitions, and write beyond the five-paragraph essay structure.
- End with a satisfying conclusion (not unnecessarily repetitive): employ the framing technique (echo your engaging title), and do not raise new information in the conclusion.
- Demonstrate critical thinking: solid problem solving.
- Use accurate MLA documentation: signal phrases, direct quotes, and parenthetical citations.
- Apply accurate grammar, spelling, and punctuation: including third person point of view.
- Strive for concise, precise prose: appropriate for a formal essay.
- Include an accurate, complete Works Cited page (4-8 sources): choose your sources wisely.

Audience: Your audience consists of your instructor, your peers, and others who are interested in the world of ideas. We are intelligent, curious, and detail demanding. **Remember that those whom you most need to convince are not those who already agree with you, but those who hold the opposite opinion.**

Casebook Topic Options

1. A College Education: What Is Its Purpose? (481-497)
2. Racial Injustice: Is the Problem Systemic? (477-520)
3. The Ethics of Appropriation: Is it OK to Copy? (520-546)
4. Online versus IRL: How Has Social Networking Changed How We Relate to Each Other? (546-582)
5. Representation Matters: How Does the Media Portray Us? (582-618)
6. Conspiracy Theories: Are they a Cultural Problem? (618-652)

Remember, topics will be assigned on a first come, first served basis, with no more than five students working on the same topic. Post your topic proposal on the related Discussion Forum, and I will either approve it or ask you to reconsider. Thank you.

Getting Help: Please note that the AHC Writing Center is open, and Writing Center consultants are available to help you with any stages of the writing process. Note, too, that I am also happy to conference with you during office hours or by appointment.

Important Notes:

1. The last day of instruction is Thursday, 11/30. No Discussion Forum postings will be accepted after midnight on 11/30. You have until Friday, 12/1, however, to submit your final essay. No late final essays will be accepted, and you must submit this final assignment to be eligible to pass the course.
2. Students may not submit essays written for another class.
3. Any essay that does not incorporate mostly accurate in-text documentation, wherein each source used in the body of the essay clearly corresponds with a source listed on the Works Cited page, will not receive a passing grade. In turn, any essay that does not include a corresponding Works Cited page that clearly lists and documents all the sources used in the body of the essay will not receive a passing grade. Choose and document your sources carefully. **Note, to avoid unintentional plagiarism, any source listed on the Works Cited page must be clearly used and documented in the body of the essay, and any source used in the body of the essay must clearly correspond with one of the sources on the Works Cited page.**
4. Any essay that is riddled with errors will not receive a grade higher than a C; any essay that is incomprehensible due to errors, will not receive a grade higher than a D; any essay that is plagiarized, including A.I.-generated papers, will receive a zero.

Please note the Academic Honesty Policy from the course syllabus:

Academic Dishonesty: Using others' words and/or ideas without giving proper credit to the source constitutes plagiarism, a serious academic offense. **Plagiarism is essentially theft and will not be tolerated.** Here are some examples, not exhaustive, of plagiarism and academically dishonest behavior:

- Copying from other students' work (including Discussion Forum postings);
- Submitting someone else's work as your own (including Discussion Forum postings);
- Using other people's ideas, words, images, or artistic works from any medium, including the Internet, without acknowledging them with proper documentation (this includes using sources in essays without proper Works Cited documentation and listing sources on the Works Cited page without proper in-text documentation in the essay);
- Using A.I.-generated material, such as that from ChatGPT, Grammarly, etc. All assignments submitted will be screened for AI usage.
- Giving answers to another student without instructor approval;
- Taking a test for someone else; and
- Completing an assignment for another student.

All incidents of plagiarism or cheating will result in a zero for that assignment and probable course failure. The student may also be subject to further disciplinary action through the Vice President of Student Services. While it has become increasingly easy for students to

plagiarize from the Internet, it has also become increasingly easy for instructors to detect online plagiarism. Note, for example, that Turnitin, which we will be using for every essay assignment, has a new A.I.-detector plug-in, which flags A.I.-generated material for plagiarism. **The bottom line follows: do not plagiarize. Do not use Artificial Intelligence to write any part of any assignment for this course. Otherwise, be prepared to fail.**

Please feel free to contact me via email or Canvas messaging if you have any related questions or concerns. I am here to facilitate your success, so please do not hesitate to reach out to me for assistance. I am happy to help. Thank you.

Implicit Bias Discussion Board Assignment

Objective: To understand what implicit bias is and how it affects people and their thinking and to begin to explore ways to reduce or circumvent such bias.

Instructions:

Please watch the first two short videos on the following link on implicit bias; you may watch more if you like:

1. “Implicit Bias: Peanut Butter, Jelly, and Racism”
2. “Implicit Bias: Check Our Biases to Wreck Our Biases”

It may be useful to take notes as you actively view the videos. Afterward, please do the following:

1. Define implicit bias in your own words.
2. Relate the concept to your own observations and/or experiences. Have you experienced such bias or are you familiar with someone who has? Perhaps you have witnessed such bias in your educational experiences or in the media: social media, film, texts, etc.
3. Describe the situation. How did it affect you or the person(s) you are describing? How, too, does implicit bias contradict critical thinking? How could the situation have been handled differently to reduce or diffuse such bias?

<https://ca.pbslearningmedia.org/resource/pov-biased-lpclips/who-me-biased/>

Critical Thinkers: Our lives are comprised of many overlapping stories and identities. Novelist Chimamanda Adichie tells the story of how she found her authentic voice and warns that if we hear only a single story about another person or people, we risk critical misunderstanding, even gross stereotyping.

Objectives: To critically analyze a TED Talk; to craft two well-developed paragraphs in response to Adichie's thesis; and to interact with peers in meaningful dialogue.

Instructions:

1) Watch Chimamanda Adichie's TED Talk "The Danger of a Single Story": [The Danger of a Single Story](#)

2) After watching and critically analyzing the video, respond to two of the five questions below in two well-developed paragraphs. Each paragraph should be at least 250 words.

- What is a single story, and why are single stories dangerous?
- What are examples of "single stories" in your personal life?
- What are examples of "single stories" in your education?
- What are examples of "single stories" in the news?
- How are single stories related to stereotypes, and why are stereotypes problematic?

3) After you post your response, please read and respond constructively to at least two of your peers. Strive for meaningful peer responses of at least 100 words each. Thank you.

Adapted from <https://ed.ted.com/lessons/TXtMhXIA#discuss>

The Handmaid's Tale Alternative Ending Discussion Board Assignment

Objective:

To analyze power dynamics, privilege, and oppression in the novel and to examine how a gender-equity focus could revolutionize such dynamics, promoting social justice and equity.

Instructions:

Hello Critical Thinkers:

Please critically analyze Michael Kimmel's TED Talk: "Why Gender Equality is Good for Everyone—Men Included." Afterwards, consider how Kimmel's proposal would change the Republic of Gilead. How would both work and home lives for Offred and the other women of Gilead be revolutionized: Handmaids, Wives, Marthas, etc.? How, too, would men's gender roles in the Republic be significantly altered? In sum, how would power, privilege, and oppression be transformed?

Given Kimmel's proposition and your analysis thereof, create an alternative ending for *The Handmaid's Tale*, one based, not on "reduced circumstances" for women, but on gender equality for all. Craft at least several well-developed paragraphs.

Thank you.